



Sacred Heart
Catholic Primary School
Together we live and learn; we play and pray

Positive Behaviour Policy

Reviewed June 2025

Date of next review July 2026

Equality Act Statement:

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Please refer to St John the Baptist Multi Academy Trust Equality & Diversity Policy

1. Glossary of terms

Pro-social behaviours	These are the positive behaviours that are celebrated and promoted throughout school. These are underpinned by our school and Gospel values
Behaviours that challenge	These may be categorised as 'lower-level' behaviours that may impact the learning of the child or others but that are not overtly dangerous in themselves. Behaviours that challenge undermine our school and Gospel values. This may also include vandalism and theft.
Dangerous behaviours	These are categorised as behaviours that impact the safety and well-being of children and staff within school. These may include, but are not limited to, assault (children or staff), throwing, absconding.
Consequence	This is result of a child's behaviour. Consequences can be both positive and negative.

2. Aims and expectations of this policy

2.1. Pro-social behaviour in schools is central to a good education. We need to be able to consistently manage behaviour well in order that we provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Central to this are four core beliefs that we wish to instill in all children:

They are loved	They are safe
They are capable	They are fun to be around

2.2. We aim to develop and nurture a positive self-image for each individual. At Sacred Heart Catholic Primary School, we believe that each child is a gift from God, made in His image and likeness and therefore entitled to be valued and respected as a unique individual.

2.3. It is a key aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our Positive Behaviour Policy is designed to promote pro-social behaviours and ensure consistency when faced with behaviours that challenge or dangerous behaviours. Pro-social behaviour reflects the values of the school, readiness to learn and respect for others.

2.4. Our priority is to promote positive relationships between all members of our school community, so that staff, pupils and families can work together effectively.

2.5. We expect every member of the school community (staff, children, volunteers, parents and governors) to behave in a respectful and kind way towards others. Specific expectations will be discussed and agreed with the families and the school at the beginning of each school year through the Home-School Agreement.

2.6. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2.7. The school will promote and reward self-discipline, respect and care for all members of the school community, and pro-social behaviours while developing an ethos of kindness, love and co-operation.

3. Positive consequences for pro-social behaviours (rewards and incentives)

- 3.1. Positive consequences for pro-social behaviours take the form of rewards and incentives. The purpose of these is the promotion and celebration of pro-social behaviours.
- 3.2. We believe it is important to have reward systems that recognise all forms of academic, social and personal successes, no matter a child's starting point. The school acknowledges the efforts and achievements of children both in and out of school. These successes will be regularly shared with children and parents. Each class will choose a 'Star of the Week' who will be celebrated in a weekly Celebration Assembly.
- 3.3 We use a whole-class reward system to which all children contribute. Children take ownership of this reward and the length of time they will work towards this is determined on a class-by-class basis. Examples may include non-uniform day, additional playtime and extra-curricular activities (this is a non-exhaustive list). Progress towards this reward is awarded for the embodiment of our school and Gospel values.
- 3.4 House points will be awarded to children also seen to be displaying the above qualities and attitudes. The children will be awarded certificates from the Headteacher and house points will be totaled to form a winning house each term. The winning house will receive a treat each half term.
- 3.5 The Heart of Gold is awarded each week to a member of the school community who has particularly demonstrated our school and Gospel values.
- 3.6 Postcards home will be used by class teachers and senior leaders to share and celebrate successes and instances of pro-social behaviours.
- 3.7 Individual teachers may also have additional reward systems in place in their classroom.

4. Consequences for behaviours that challenge and dangerous behaviours (sanctions)

- 4.1. The purpose of these consequences is to reinforce the pro-social behaviours and sanction behaviours that challenge and/or dangerous behaviours. We acknowledge that in order for these to be effective, some form of intervention for staff is necessary.
- 4.2. We employ a number of sanctions as consequences for behaviours that challenge and/or dangerous behaviours in order to support pro-social behaviours, as well as to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation, considering any reasonable adjustments based on an individual child's needs.
- 4.3. Classroom expectations, underpinned by the school and Gospel values, agreed by the children and the class teacher will be displayed in the classroom. In this way, every child in the school knows the standard of behaviour that is expected. The Home-School Agreement is also instrumental in the promotion of pro-social behaviours.
- 4.4. It is important that children know what consequence there may be if they demonstrate behaviours that challenge or dangerous behaviours and that the consequences are applied consistently and fairly by all adults across the school.
- 4.5. Children will be taught about pro-social behaviour and expectations as well as about how to take responsibility for their own behaviour and choices. This will be explored through lessons, classroom discussions and seeing examples of pro-social behaviour modelled throughout school.
- 4.6. The following flowchart highlights the escalation process for behaviours that challenge and dangerous behaviours (some steps may be omitted depending on the nature of the behaviour displayed):

1. A verbal or non-verbal reminder to the child is given. This is a subtle by the adult for the child to stop the behaviour being displayed.

2. A warning is given to the child, verbally explaining the desired, pro-social behaviour that should be displayed. This should be forward-focused.

3. If the behaviour continues, a restorative consequence is given, for example, moving places within the class, missing part of playtime (non-exhaustive). This is recorded on CPOMS.

4. If the behaviour persists, the child is to go to the phase leader. This is recorded on CPOMS and parents will also be informed. Two incidents per week with the phase leader will result in an individual behaviour plan being written.

5. If the behaviour persists, the child will go the Deputy Headteacher or other senior staff member (short of the Headteacher). This is recorded on CPOMS and parents will also be informed.

6. If the behaviour persists, the child will go the Headteacher. This is recorded on CPOMS and parents will also be informed.

4.7. There may be instances where dangerous behaviour requires the intervention of a senior member of staff. In this instance, a red card will be sent and a senior member of staff will attend.

5. Fixed-term suspension and permanent exclusion

- 5.1 If a pupil's behaviour is considered to be dangerous, in spite of the application of all the appropriate measures/strategies and undermines the quality of teaching and learning for other pupils or puts them or staff members at harm, then procedures for the exclusion of the pupil will commence. In dealing with incidents resulting in exclusion of a pupil, the Headteacher and Local Governing Body will follow the Guidelines for Exclusion issued by Peterborough Local Authority.
- 5.2 Fixed term suspension will be used if the incident, in the opinion of the Headteacher or in their absence, a member of SLT, is very serious. Examples include, but are not limited to - physical violence towards pupils or staff, use of extreme or prejudicial language, threats of violence against staff or pupils, damage to school property. Fixed-term suspensions may also be used if a child's behaviour impacts the safety and well-being of staff and pupils in school.
- 5.3 Fixed term suspensions will also be used if a child's behaviour shows no improvement after all available options to the school have been used and procedures followed.
- 5.4 The ultimate sanction is to permanently exclude a child from school. This can only be carried out by the Headteacher.

6. Bullying and Racism

- 6.1 We do not tolerate bullying or racism of any kind.
- 6.2 If we discover that an act of bullying, racism or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour.
- 6.3 Any reports of bullying will be dealt with by the Headteacher or by any other member of staff as directed by the Headteacher.
- 6.4 Further information and guidance may be found in the school's Anti-Bullying Policy.

7. Physical Intervention

7.1 All members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

7.2 Further information and guidance may be found in the school's Guidance on Physical Intervention.

8. The role of parents/carers

8.1 We expect parents/carers to support their child's learning and co-operate with the school as set out in this policy and in the Home-School Agreement.

8.2 We endeavor to build a supportive, cooperative dialogue between the home and school. We inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour.

8.3 The school aims to collaborate actively with families so that children receive consistent messages about expected behaviour in school.

8.4 We encourage parents/carers to initiate contact with the school if they have any concerns.

8.5 We expect parents/carers to support the school in its use of consequences in school for any types of behaviour exhibited.

8.6 If parents have concerns about the way their child has been treated they should initially contact the class teacher. If the concern remains, they should contact the appropriate phase leader. This may then be escalated to the Deputy Headteacher or Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be initiated by parents, the process for which is outlined in the Complaints Procedure.

9. The role of staff

- 9.1 Promoting a culture of pro-social behaviours is the responsibility of all staff members. All staff members are expected to work within the scope of this policy.
- 9.2 It is the responsibility of all staff to consistently ensure that the class expectations are followed in their classes and that their children behave in an expected manner during learning time.
- 9.3 All staff in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work and behave to the best of their ability, while enabling other children to do the same.
- 9.4 All staff treat each child fairly and uses this policy consistently. The teachers treat all children in their classes with respect, love, kindness and understanding.
- 9.5 All staff will follow the flowchart of escalations, outlined above.
- 9.6 The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of each child if there are any concerns. Further investigation may suggest that the child has an underlying need that needs to be supported.
- 9.7 The class teacher may, under the direction of the Deputy Headteacher or Headteacher, create a bespoke behaviour plan for a child displaying behaviours that challenge or dangerous behaviours. It is the responsibility of the class teacher to ensure that this is followed.

10. The role of the Headteacher

- 10.1 It is the responsibility of the Headteacher to implement the Positive Behaviour Policy consistently throughout the school. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.
- 10.2 The Headteacher will be made aware by the class teacher and/or SENCo of any child who needs additional support with behaviour in school. This will be discussed amongst relevant staff who will agree on the course of action/support required.
- 10.3 The Headteacher may liaise with external agencies, with parental consent, in order to gain support for the child exhibiting challenging behaviours.
- 10.4 The Headteacher supports the staff in implementing the policy, by setting the standards of pro-social behaviours and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of behaviours that challenge and dangerous behaviours. The Headteacher has the responsibility for giving fixed- term suspensions to individual children where appropriate. For repeated or very serious acts of dangerous behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Local Governing Body have been notified.
- 10.5 If the Headteacher suspends or permanently excludes a pupil, parents/carers must be immediately informed, giving reasons for the suspension or permanent exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Local Governing Body.
- 10.6 The Headteacher informs the local authority and the Local Governing Body about any permanent exclusion and about any suspensions beyond 5 days.

11. The role of the Local Governing Body

- 11.1 The Local Governing Body has the responsibility of approving these general guidelines on standards of behaviour, and reviewing their effectiveness.
- 11.2 The Local Governing Body itself cannot suspend or exclude a pupil or extend the suspension or exclusion period made by the Headteacher.
- 11.3 The Local Governing Body will convene a discipline committee which will consider any appeals on behalf of the Local Governing Body. If they have to consider an appeal against an exclusion they should consider the circumstances in which the pupil was suspended or excluded and any representation by parents, local authority or school.
- 11.4 If the Local Governing Body appeal panel decide that a pupil should be reinstated, the Headteacher will comply with this ruling.
- 11.5 It is the responsibility of the Local Governing Body to monitor the rate of exclusions, and to ensure the school policy is administered fairly and consistently.

12. Recordkeeping

- 12.1 The school keeps a variety of records concerning challenging behaviours and dangerous behaviours, including records of whole school behaviour and discussions held with parents. All records are held on CPOMS.
- 12.2 The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.3 It is the responsibility of the Local Governing Body to monitor the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently.
- 12.4 ABC charts may be used to support the school's understanding of when particular behaviours are shown. These are stored securely.

13. Review

13.1 This policy shall be reviewed yearly.